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An examination of physical education teachers in terms of their organizational citizenship behaviors and organizational loyalty according to some demographic variables

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Abstract

The purpose of this study is to examine the physical education teachers for their organizational citizenship behaviors and their organizational loyalty according to some demographic variables. A survey has been applied to physical education teachers in Hatay Province for this study which was conducted with the relational screening model. In total, questionnaires of 311 physical education teachers – 81 females and 230 males – were taken into evaluation. Data have been analyzed through SPSS 15.0, Minitab 13.20 V. and STATISTICA 7.0 software. Level of significance has been determined as 0.05 in the study. Data have been evaluated and interpreted according to confidence interval of 95% and level of significance of %5. It was figured out in the study that organizational loyalty of physical education teachers influence their organizational citizenship behaviors, male physical education teachers display lower organizational behaviors than females do and those in lower positions display lower organizational behaviors than those in higher positions.

Key words: Organizational Citizenship, Organizational loyalty, Physical Education Teacher

1. Introduction

The most important factor in development of individuals and societies is education. Working in this field, teachers are indispensable elements of the education system which positively alter and develop behaviors of students. The concerns of future and success stemming from the increased competition in today's education system have resulted in an increase in the importance of teachers in educational institutions, which has given rise to that qualified teachers have started to be considered as the main element – along with the largeness of material resources – in performance and efficiency of educational institutions. For the educational institutions to accommodate themselves to the increased competition and to sustain their successful performance; they need qualified teachers displaying organizational behavior and organizational commitment beyond formally-defined duties in job descriptions (Bolat and Bolat, 2008).

The Organizational Citizenship behavior is an individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (Bateman and Organ, 1983; Organ, 1988; Güven, 2006). In organizational citizenship behavior, the individual overreaches the requirements formally defined by the organization and fulfills more than what is expected. The organizational citizenship behavior which is to some extent on voluntary basis is a behavior depending on the choice of individual rather than a behavior under a job description or a role (Altınbaş, 2008).

A review of the literature on organizational citizenship behavior reveals that the organizational citizenship behavior is examined in five dimensions (altruism, conscientiousness, courtesy, sportsmanship and civic virtue) defined by Organ (1988). Altruism (Thinking of others, selflessness and helpfulness) is a discretionary behavior involving helping another worker in an organization-related duty or problem. These are behaviors displayed by people who listen to the problems of others and help and think of other people more than the other workers in the organization do. These behaviors are complimentary and discretionary (Ünal, 2003). Altruism can sometimes be confused with conscientiousness. Conscientiousness means that the workers overreach their own duties and their responsibilities in line with the roles they assume in the organization and make discretionary contribution in functioning of the organization. It includes coming to the office earlier and leaving the office later, efficient use of time and punctuality (Allison et al., 2001). The most marked difference between altruism and conscientiousness is that individuals display a behavior to help a given person in altruism whereas in conscientiousness individuals do not display behaviors directly affecting a given person but the ones which will be useful for the organization in general (İşbaşı, 2000). Behaviors of workers to determine in advance the issues likely to create problem for other work-mates, to propose solutions, to help them or to prevent preemptively such problems to occur are the courtesy dimension of organizational citizenship. Courtesy means positive communication among individuals who are tied to one another by the division of labor (Organ and Ryan, 1995; Podsakoff et al., 2000; Özdevecioğlu, 2003). The civic virtue (organizational virtue) as a sub-dimension of organizational citizenship incorporates supporting the development of the organization, learning about and exerting efforts to improve oneself about the recent developments, business methods and company policies (Güven, 2006). Finally, the sportsmanship dimension of organizational citizenship is avoidance of workers from any behavior likely to create tension within the organization. It is tolerance not to petition a complaint about an adverse event or several adverse events. Behaviors of tolerant people who do not aggrandize business-related adversities and who have hardly any complaint in an organization fall in this dimension (Ünal, 2003). Studies have shown that organizational citizenship behaviors are affected by many factors such as work satisfaction, perception of justice, leader support, personal characteristics, organizational environment and environmental commitment (Lepine et al., 2002; Altaş and Çekmecelioglu, 2007; Aslan, 2008). Out of these factors, organizational commitment shall be examined vis-à-vis some demographic variables here in this study.

Organizational commitment can be defined as the strong belief and acceptance of a missions and values of an organization by a worker, exertion of effort much more than he/she is supposed to do in favor of the organization and a strong desire to remain as a member of the organization (Seymen, 2008). In organizational commitment, an individual strongly believe in and accept the values, goals and missions of an organization, feels a deep enthusiasm to remain as a member of the organization and overwork for the good of the organization (Balay, 200). Organizational commitment is examined in three dimensions (Affective Commitment, Continuity Commitment and Normative Commitment). In affective commitment, the individual has an emotional or sentimental commitment to the organization. The individual, in a strong commitment, identifies himself with the organization, goes into the organization and feels happy to be a member of the organization. In continuity commitment, the individual wants to sustain his membership to the organization by taking into consideration what he may lose if he leaves the organization. The continuity commitment can result from two different facts. The first one is the lack of any other job alternative whereas the second one is the large amount of the investments made by the individual in the organization. Lastly, in normative commitments, the individual thinks that he must stay in the organization due to his belief in his responsibilities towards the organization. Individuals are affected by calculation of the losses they might suffer from leaving the organization. Individuals stay in the organization due to a sort of indebtedness or gratitude. (Allen and Meyer, 1990; Çetin, 2004).

In examination of the correlation between the organizational citizenship and the organizational commitment behavior, it is considered that the organizational citizenship behavior is a repercussion of commitment of workers to their organization. Workers feel affective, continuity and normative commitment to their organizations, within the social exchange dimension, depending on the opportunities the organization provides for them and translate this

commitment into organizational citizenship behaviors contributing in the organization. In the education sector, where qualified labor is developed, it is of importance to apply organizational commitment and organizational citizenship concepts in providing the workers with a quality education and having them perform better. Commitment of teachers to their schools, students and profession will ensure an increase in the organizational performance. Teachers displaying behaviors in which they go beyond their formal job description or behaviors under their roles and work discretionarily day and night will integrate individual goals of teachers with the those of the organization, which will yield to an increased efficiency and productivity (Bolat and Bolat, 2008; Altınbaş, 2008). In this study, from this viewpoint, it was aimed to examine correlations between organizational commitment and organizational citizenship behaviors of physical education teachers according to some demographic characteristics.

2. Method

The study was carried out with the sectioning approach as a general screening model and the correlational screening model. The population of the study is also the sample group of the study. This sample group is composed of 81 female and 230 male physical education teachers – 311 in total – working in public schools in Hatay province of Turkey.

The study used the scale developed by Allen and Meyer (1990) to collect data for organizational commitment. The scale consists of three sub-dimensions (affective commitment, normative commitment and continuity commitment) and 18 items. The commitment scale was applied a factor analysis by Bolat and Bolat (2008), and the Alpha co-efficient (Cronbach Alpha) of the scale was found to be 0,92. In the reliability analysis of the questionnaire conducted for this study, the co-efficient (Cronbach Alpha) was calculated to be 0,70.

In order to measure the organizational citizenship behavior, scales developed by Ehrhart (2001), Evans (2001), Love (2001), Liao (2002) and Reis (2002) were used and in this context organizational citizenship behavior was examined in five sub-dimensions (altruism, conscientiousness, courtesy, sportsmanship and civic virtue) consisting of 20 items. Again, the organizational citizenship behavior was applied a factor analysis by Bolat and Bolat (2008), and the alpha co-efficient of the scale (Cronbach Alpha) was found to be 0,95. In the reliability analysis of the questionnaire conducted for this study, the co-efficient (Cronbach Alpha) was calculated to be 0,92.

The response categories of each item in both scales were graded as 1= I definitely disagree 5= I definitely agree.

The data were analyzed in SPSS 15.0, Minitab 13.20 V. and STATİSTİCA 7.0 software. In the study, the frequency distributions of teachers according to their demographic features were determined by the descriptive statistics method. The correlation between the sub-divisions of organizational commitment and organizational citizenship behavior was examined by the Pearson product-moment correlation coefficient analysis. The difference between the sub-divisions of organizational commitment and organizational citizenship behavior according to independent variables was examined by independent samples t-test and one-way analysis of variance (ANOVA), and Tukey Post Hoc analysis was carried out to find out between which groups the difference exists when there is a difference between the groups. In the study, the significance level was defined to be 0.05. Results of the analyses were evaluated and interpreted in a confidence interval of 95 % and in a significance level of 5%.

3. Findings

In this section, you can find the findings of the study in tables.

Table 1. Percentage and Frequency Distribution of Teachers according to Various Variables

		f	%	Total
Gender	Male	230	74,0	
	Female	81	26,0	311
Those with Administrative Roles	Yes	33	10,6	311
	No	278	89,4	
Length of Service	1-5	66	21,2	
	6-10	119	38,3	311
	11-15	81	26,0	
	Above 16	45	14,5	
Class Load	10-15	20	6,4	
	16-20	56	18,0	311
	21-25	94	30,2	
	26-30	121	38,9	
	Above 30	20	6,4	

Table 2. Results of the Correlation Analyses among Sub-dimensions of Scales

	Affective Commitment	Normative Commitment	Continuity Commitment	Altruism	Conscientiousness	Courtesy	Sportsmanship	Civic Virtue
Affective Commitment	1	,292**	,191**	,342**	,213**	,259**	,334**	,308**
Normative Commitment		1	,216**	,238**	,207**	,249**	,331**	,229**
Continuity Commitment			1	-,011	,091	,153**	,133**	,001
Altruism				1	,661**	,648**	,561**	,703**
Conscientiousness					1	,706**	,481**	,611**
Courtesy						1	,553**	,601**
Sportsmanship							1	,603**
Civic Virtue								1

**p< 0.01

*p<0.05

An analysis of Table 2 shows a positive, slightly significant correlation ($p<0.01$) between affective commitment and altruism ($r=0.342$), conscientiousness ($r=0.213$), courtesy ($r=0.259$), sportsmanship ($r=0.334$) and civic virtue ($r=0.308$) as sub-dimensions of organizational citizenship behavior.

It was also observed that there was a positive, slightly significant correlation ($p<0.01$) between normative commitment and altruism ($r=0.238$), conscientiousness ($r=0.207$), courtesy ($r=0.249$), sportsmanship ($r=0.331$) and civic virtue ($r=0.229$). It was seen that there was a positive, slightly significant correlation ($p<0.01$) between continuity commitment and courtesy ($r=0.153$) and sportsmanship ($r=0.133$) sub-dimensions.

Table 3. Comparisons between sub-dimensions of organizational commitment and organizational citizenship by gender

	Gender	N	\bar{X}	SS	t	p
Altruism	Female	81	3,73	1,00	-1,97	0,05*

Citizenship	Conscientiousness	Male	230	3,97	0,78		
		Female Male	81	4,10	0,86	-0,86	0,38
			230	4,18	0,65		
	Courtesy	Female Male	81	4,15	0,93	-2,41	0,01*
			230	4,43	0,66		
	Sportsmanship	Female Male	81	3,58	0,70	-2,38	0,01*
		230	3,77	0,60			
Commitment	Civic Virtue	Female Male	81	3,98	0,84	-1,01	0,31
			230	4,08	0,60		
	Affective Commitment	Female Male	81	3,09	0,75	-0,33	0,73
			230	3,12	0,63		
	Normative Commitment	Female Male	81	3,23	1,06	-0,60	0,54
			230	3,29	0,61		
Continuity Commitment	Female Male	81	2,98	0,94	0,30	0,75	
		230	2,95	0,81			

*p< 0.05

An analysis of Table 3 shows significant differences in altruism ($t=-1,07;p=0,05$), courtesy ($t=-2,41;p=0,05$) and sportsmanship ($t=-2,38;p=0,05$) in sub-dimensions of organizational citizenship by gender. As we analyzed the arithmetic averages in order to find out which group the difference stems from, we saw that the arithmetic average of females ($\bar{x}=3,73\pm 1,00$) was lower than that of males ($\bar{x}=3,97\pm 0,78$) in all three groups.

Table 4. Difference between sub-dimensions of organizational commitment and citizenship by class-load

Sub-dimensions		Source of Variance	$\Sigma \bar{X}^2$	Sd	\bar{X}^2	F
Citizenship	Altruism	Intergroup	7,23	4	1,42	
		Intragroup	219,20	306	0,71	
		Total	226,44	310		2,52*
	Conscientiousness	Intergroup	3,66	4	0,91	
		Intragroup	155,35	306	0,50	
		Total	159,01	310		1,80
	Courtesy	Intergroup	3,16	4	0,79	
		Intragroup	173,61	306	0,56	
		Total	176,78	310		1,39
	Sportsmanship	Intergroup	2,87	4	0,71	
		Intragroup	125,69	306	0,41	
		Total	128,56	310		1,75
Commitment	Civic Virtue	Intergroup	2,38	4	0,59	
		Intragroup	157,16	306	0,51	
		Total	159,54	310		1,61
	Affective Commitment	Intergroup	5,26	4	1,31	
		Intragroup	132,54	306	0,43	
		Total	137,80	310		3,03*
	Normative Commitment	Intergroup	3,25	4	0,81	
		Intragroup	175,29	306	0,57	
		Total	178,55	310		1,42
	Continuity	Intergroup	5,68	4	1,42	
						2,00

Commitment	Intragroup	217,33	306	0,71
	Total	223,02	310	

*p<0,05

An analysis of Table 4 shows that there was a significant difference between altruism ($F(4;306)=2,52;p<0.05$) as a citizenship sub-dimension and affective commitment ($F(4;306)=3,03;p<0.05$) as a commitment sub-dimension by class load.

Table 5. Tukey LSD Analysis of citizenship and commitment sub-dimensions by class loads.

	Class Load	n	$\bar{X} \pm SS$	P
Affective Commitment	10-15*	20	2,85±0,82	0,01
	21-25	94	3,26±0,67	
	+30	20	3,29±0,70	
Altruism	10-15*	20	3,40±1,25	0,03
	21-25	94	4,00±0,73	
	+30	20	4,15±0,82	

**p< 0.01

*p<0,05

An analysis of Table 5 shows that, according to the class load variable, in the affective commitment sub-dimension, a significant difference was found between teachers teaching for 10-15 hours $\bar{x}=(2.85\pm0,82)$ and those teaching for 21-25 hours $\bar{x}=(3.26\pm0,67)$ and those teaching for +30 hours $\bar{x}=(3.29\pm0,70)$ to the detriment of those teaching for 10-15 hours. Again, in the altruism sub-dimension, a significant difference was found between teachers teaching for 10-15 hours $\bar{x}=(3.40\pm1,25)$ and those teaching for 21-25 hours $\bar{x}=(4.00\pm0,73)$ and those teaching for +30 hours $\bar{x}=(4.15\pm0,82)$ to the detriment of those teaching for 10-15 hours.

Table 6. Difference among sub-dimensions of organizational commitment and citizenship by length of service

	Sub-dimensions	Source of Variance	$\Sigma \bar{X}^2$	Sd	\bar{X}^2	F
Citizenship	Altruism	Intergroup	26,36	3	8,78	13,48*
		Intragroup	200,08	307	0,65	
		Total	226,44	310		
	Conscientiousness	Intergroup	10,44	3	3,48	7,19*
		Intragroup	148,56	307	0,48	
		Total	159,01	310		
	Courtesy	Intergroup	12,53	3	4,17	7,81*
		Intragroup	164,24	307	0,53	
		Total	176,78	310		
Commitment	Sportsmanship	Intergroup	5,96	3	1,98	4,97*
		Intragroup	122,60	307	0,39	
		Total	128,56	310		
	Civic Virtue	Intergroup	11,82	3	3,941	8,19*
		Intragroup	147,72	307	,481	
		Total	159,54	310		
	Affective Commitment	Intergroup	3,28	3	1,09	2,5
		Intragroup	134,52	307	0,43	
		Total	137,80	310		
Commitment	Normative	Intergroup	1,61	3	0,53	0,93

Commitment	Intragroup	176,93	307	0,57	
	Total	178,55	310		
Continuity	Intergroup	2,17	3	0,72	1,00
Commitment	Intragroup	220,85	307	0,71	
	Total	223,02	310		

*p<0,05

An analysis of Table 6 reveals that there were significant differences according to the variable of length of service in altruism ($F(3;307)=13,48;p<0.05$), conscientiousness ($F(3;307)=7,19;p<0.05$), courtesy ($F(3;307)=7,81;p<0.05$), sportsmanship ($F(3;307)=4,97;p<0.05$) and civic virtue ($F(3;307)=4,97;p<0.05$) whereas no significant difference was found in sub-dimensions of commitment ($F(3;307)=2,05;p>0.05$).

Table 7. Tukey Post Hoc Analysis of citizenship and commitment sub-dimensions by length of service

	Length of Service	n	$\bar{X} \pm SS$	P
Altruism	1-5*	66	3,50±0,88	0,00
	11-15	81	3,80±0,86	
	16 and above	45	4,15±0,88	
Conscientiousness	1-5*	66	3,93±0,69	0,00
	11-15	81	4,30±0,69	
	16 and above	45	4,48±0,41	
Courtesy	1-5*	66	4,12±0,82	0,00
	11-15	81	4,53±0,62	
	16 and above	45	4,49±0,48	
Sportsmanship	1-5*	66	3,56±0,61	0,00
	11-15	81	3,90±0,65	
Civic Virtue	1-5*	66	3,72±0,81	0,00
	6-10	119	4,03±0,71	
	11-15	81	4,25±0,61	
	16 and above	45	4,23±0,54	

**p< 0.01

*p<0,05

An analysis of Table 7 shows that, in each of every sub-dimensions of organizational citizenship, namely altruism $\bar{x}=(3,50\pm0,88)$, conscientiousness $\bar{x}=(3,93\pm0,69)$, courtesy $\bar{x}=(4,12\pm0,82)$, sportsmanship $\bar{x}=(3,56\pm0,61)$ and civic virtue $\bar{x}=(3,72\pm0,81)$, the scores of teachers who have a length of service from 1 to 5 years are lower than that of teachers who have taught for a longer period of time.

4. Discussion and Conclusions

Education is the most important factor in social, economic and political development of individuals and societies. Although ever-growing technological advancements, electronic systems, databases, sophisticated management systems and material facilities are definitely needed in successful performance of educational institutions, the basic factor of success in education is the human resource, namely teachers. For educational institutions to keep up pace with the increased competition and sustain their performance today, they need teachers enthusiastic about contributing in the organization in a way not limited to their formal job definition, beyond the requirements of their posts (Pohlman and Gardiner, 2000, Acquaaah, 2004; Bolat and Bolat, 2008). This study aimed at examining the correlation between organizational citizenship behaviors and organizational commitment of physical education teachers according to some demographic variables.

A review of literature shows that organizational citizenship behaviors are affected by organizational commitment factors (Lepine et al., 2002; Altaş and Çekmecelioğlu, 2007; Aslan, 2008). It was stated that as organizational commitment level of workers increase, their organizational citizenship levels also increased owing to social exchange (Feather and Rauter, 2004; Bogler and Somech, 2004). Bolat and Bolat (2008) expressed that there was a strong, positive correlation between organizational commitment and organizational citizenship. It was stated as a moderately positive correlation between affective commitment and normative commitment and all sub-

dimensions of organizational citizenship and as a slightly positive correlation between continuity commitment and all sub-dimensions of organizational citizenship. Özcan (2008) found out a positive significant correlation between organizational commitment and organizational citizenship in the outcome of a study on teachers. This study displaying parallelism with many studies in the literature suggested that there was a positive, significant correlation between affective and normative commitment and all sub-dimensions of organizational citizenship (altruism, conscientiousness, courtesy, sportsmanship and civic virtue) in physical education teachers. Yet again, another positive correlation was found out between continuity commitment and courtesy and sportsmanship sub-dimensions of organizational citizenship. When we analyze the correlation between organizational citizenship and commitment, it is considered that the organizational citizenship behavior is a repercussion of commitment of teachers to their organization. Development of organizational citizenship behaviors of teachers therefore requires increasing their commitment to the educational institution where they work. To this aim, the goals of teachers should be integrated with the goals and objectives of the schools where they work. It is highly needed to increase material facilities of teachers, to ensure transfer of authority, to ensure their participation in decision-making, to establish infrastructure and facilities such as indoor and outdoor courts and to supply sports equipments in schools, to establish a fair awarding system in school and thereby to make teachers feel themselves valuable. It will yield to an increased commitment of physical education teachers towards their schools, and they will tend to devote themselves to their schools, students and working fields, they will be highly motivated, their desire to stay in the organization will be turned up, their absenteeism will be decreased and their increased performance as educational workers will have a positive repercussion on the performance of their students.

A literature review shows that there is no consensus on this issue although some differences were found between gender and organizational commitment and organizational citizenship in favor of sometimes females and sometimes males (Balay, 2000; Özcan, 2008; Kılıç, 2010). Some researchers suggest that female workers have lower commitment and citizenship behaviors due to the importance given by females to their roles in family and some barriers for them to participate in labor life (Aven et al., 1993; Balay, 2000). In contrary, some researchers state that female workers do exert much more effort than males do in order to come to a position in their career due to gender discrimination, and they therefore attach much more importance to organizational membership than males do, and their organizational commitment and citizenship behaviors are higher than those of males (Mowday et al., 1982; Marsden et al., 1993). This study found out that gender did not make any difference in sub-dimensions of organizational commitment; however, it differed in organizational citizenship sub-dimensions of altruism, courtesy and sportsmanship, and the difference was that organizational citizenship behaviors of females were lower than those of males, which can be attributed to that female physical education teachers have to display lower organizational citizenship behaviors in class and sports activities at schools due to the importance and density of their roles in their families even though they do not display a different organizational commitment.

There is not a significant correlation between the variable of having an administrative duty and sub-dimensions of organizational commitment and citizenship. According to the class load variable, however, a significant difference was found in altruism as a sub-dimension of organizational citizenship and affective commitment as an organizational commitment. In the affective commitment sub-division, the differences were found in to be to the detriment of teachers teaching for 10-15 hours between those teaching for 10-15 hours and those for +30 hours and yet again to the detriment of those teaching for 10-15 hours among teachers teaching for 10-15 hours, 21-25 hours and +30 hours, which can be interpreted as that physical education teachers with higher class loads display higher commitment and citizenship behaviors than those with lower class load because they spend more time with their students and colleagues at school.

There are some studies in the literature suggesting that length of service matters in organizational commitment and citizenship behaviors. Özcan (2008) suggested that length of service did not matter in organizational commitment and citizenship behaviors whereas Aktay (2008) stated that there were differences in physical education teachers in altruism, conscientiousness and sportsmanship sub-divisions of organizational

citizenship behaviors according to the length of service, and a positive difference occurred as the length of service increased. Morrison (1994) suggests that, as length of service increases, confidence in and commitment to the employer increases, and therefore the worker who feels a higher responsibility perceives more activity under his or her role and displays organizational citizenship behaviors. It was observed in this study that organizational commitments of teachers did not change according to the length of service whereas it did so in sub-dimensions of organizational citizenship and teachers with 1 to 5-year service length had lower organizational citizenship than teachers with higher service length had. It can be attributed to that teachers exert much more efforts to increase the educational quality based on professional experience as the length of service increases although they have similar organizational commitment.

As a conclusion, it was found that organizational commitment of physical education teachers was influential on their organizational citizenship behaviors, and male physical education teachers displayed lower organizational citizenship behaviors than females did, and so did the teachers with lower length of service than those with higher length of service.

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